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ABSTRACT

This issue of "Insights Into Open Education" investigates various aspects of the problems and potential of mainstreaming handicapped children into the regular school program. Brekke, in an article entitled "How Can Teachers Begin to Meet the Special Needs of Mainstreamed Children in the Regular Classroom?" asserts that teachers must concentrate on student abilities rather than disabilities and should work for parent involvement in the mainstreaming process. Harlow, in "Mainstreaming Differences," describes three relational patterns (survivor, adjustor, encounterer) and discusses the capacity of the classroom to respond to the requirements of each relational pattern as it might be expressed by a mainstreamed child. Lindquist, in "The Classroom Teacher is the Key: Mainstreaming for the SLD Child," discusses the special instructional and evaluation needs of the specific learning disabled (SLD) child, and discusses basic principles useful in effecting learning in those areas of language in which the disability is manifest. "Adaptations That Can Be Made for the Visually Handicapped Child in the Regular Classroom" are discussed by Olson, and suggestions are included for both partially sighted and blind children. (MJB)

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Blind student learns geography tactually

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Mainstreaming Special Education

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A Bicentennial Note

Suggestions from North Dakota Teachers

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INSIGHTS into open education

How Can Teachers Begin to Meet the Special Needs of Mainstreamed Children in the Regular Classroom?

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What is mainstreaming?

The question of separate classes for exceptional children provoked controversy and led to the national movement of mainstreaming in the late 1960's. The mainstreaming principle is based upon educating most handicapped and nonhandicapped children according to learning needs in the regular classroom. Mainstreaming involves a non-categorical approach, which centers upon the process of changing in contrast to that of labelling. Hence, traditional labels and classifications of types of disabilities are replaced by individual performance criteria, which evaluate strengths and deficits for instructional objectives. While mainstreaming eventually may provide optimal educational conditions for many exceptional children, there is a realistic concern that it may not be appropriate for some handicapped children.

What are some of the issues in the mainstreaming movement?

Although Dr. Edwin Martin, Deputy Commissioner for the Education of the Handicapped, has given leadership to national efforts for mainstreamed settings, he cautions against prematurely rushing to mainstream handicapped children before developing an approach, which takes into account the following problems: attitudes of peers and adults, successful social and academic adjustment, preparation of classroom teachers, scheduling of special services and resources, effective educational programming, and adequate evaluation of results of mainstreaming. (Martin, 1974)

Where do teachers start to work with mainstreamed children in the regular classroom?

Begin with yourself! You do this by accepting the handicapped child for what he or she can do rather than concentrating on the disability. How you perceive the child will determine how he or she is treated by yourself and other adults and children in the classroom. When a child is separated from others because he is different, he or she may center on the disability and become a genuinely handicapped individual. For instance, a teacher told me about her son, who was learning disabled as a result of prolonged labor and difficult birth. Through the years, the boy experienced school as a frustrating cycle of failure and distress until finally he was told that the high school could "keep him no longer for his own good." That day, his mother came upon her son sobbing alone in his bedroom; and when she tried to comfort him, he confronted her, "Mom, why do I have to be different?" The deepest pain she felt as a mother was that there was no answer to give him that could change how others treated him.

Have you ever thought about the potential of change and growth for students with learning problems? While these children may have some special needs, they have even more needs that are common to all children. When such children are differentiated on the basis of handicaps, they become a cultural subgroup collectively limited by a functional impairment imposed by others. Unless these children have the chance to be like and treated like other children, a separate society of the handicapped will continue to be perpetuated. Before the term mainstreaming was introduced, I became aware of some of the feelings of a person who is separated into a special identity. A depressed young woman summed up her difficulties to her close friends, "It is enough to be blind. Don't make me different. Let me be like other people." I've always remembered her struggle to be regarded as a whole person rather than be viewed as a part person because of blindness.

When we are sensitive to the impact of these feelings, we can share concerns with other teachers. It is important to be able to talk together about mutual difficulties and successes in dealing with the needs that are common to all children in a mainstreamed situation. This can help to foster and maintain professional support.

Don't overlook the contributions of all of the parents in working with children who have special needs in a mainstreamed class. You can begin to get them involved through contacts at PTA, open house days in the classroom, questionnaires on availability and personal resources for participation, and informal conferences. Try to get to know what parents can do and how to involve them in activities such as helping one child or working with small groups in areas as book sharing, cooking, career education, field trips and crafts. For example, mini-courses have been given by parents in candle making, bead work, wood projects, bowling, puppetry, sewing, knitting, macramé, tie dying and leather work. Parents can share in extending and enriching the learning for all children in the classroom. Investigate prospects for grandparents and senior citizens in your school neighborhood as another resource. Beyond the contributions mentioned, when your parents and other meaningful adults feel comfortable in helping each child in a mainstreamed classroom, this attitude of acceptance will be felt by all of the children.

Not all parents may be able to come into the classroom, but many have been willing to participate in after-school or evening workshops to make instructional aids. Beyond the usefulness of these parent-made materials for learning resources, I have found workshop situations to be a practical means for opening communication on both a parent to parent and a parent to teacher basis. Informal visiting is part of sharing in a work project, and can lead to better understanding of each other's concerns. For instance, one mother told her daughter, "Mental retardation is catching. Stay away from Joan." Lack of information may needlessly cause some parents to prolong the existence of unfounded myths about certain disabilities. Children do listen to and are sensitive to what their parents say about other children in the classroom. This can have a positive or negative effect upon how children with handicaps are accepted. Parental support is vital to mainstreaming.

Parents can help in other ways by working as tutors with learning disabled children in the classroom. Also, older students have served effectively as tutors, and even demonstrated measured academic gains from instructing younger children. And more recently, a total within class tutoring situation has been developed by some teachers. For example, take the skills of counting; a student, who knows how to count to ten can tutor another child who is able to count only to four. The tutor gains from the additional practice and overlearns. The tutee has extended opportunities for learning a skill from a peer. The teacher structures the tutoring by making an appropriate task assignment, setting up the record keeping for progress in task completion and testing the tutee for mastery of a task or skill in the presence of the tutor. This appears to make the tutor realize a stronger sense of responsibility toward the success of the tutee. Before final skill testing, the tutor and tutee keep a record of the number of correct answers for a task on a graph for each tutoring session. Such a graph makes information about the child's level of performance and progress directly available to the child, teacher and parents. Teachers are finding out how to use precision teaching and task analysis procedures to further develop successful techniques for total within class tutoring situations.

Perhaps you are concerned about what to do with the mainstreamed child who is not successful with various approaches to individualized instruction in the classroom. This is the time to ask for help from your principal and resource specialists from the school system's special education department. The child may need a diagnostic assessment with formal and informal tests by a special resource teacher, who will use the results to prescribe an individualized program. This may be implemented on an itinerant basis by the special resource teacher working directly with the child in the classroom, or the child might go to a learning resource room for a daily instructional period. The goal for the child is to integrate his learning activities with the other

children as much as possible during the rest of the school day.

Where is the mainstreaming movement?

More has been said than done about mainstreaming students and still providing appropriate programming to meet special needs. Yet the mainstreaming movement has commenced and is creating a process of change for some handicapped children in the regular classroom. While there is a lack of consensus on how to make mainstreaming work, there is an acute awareness of the complexity of problems in developing such an approach. The issues of mainstreaming must be considered within the total context of the educational rights of handicapped children. Teachers have a share in the responsibility of whether these educational rights will become a reality in the regular classroom.

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Mainstreaming Difference

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We will refer to three different relational patterns children bring into the classroom. These are ways in which children relate to the situations, persons, and things in their classroom environment. The three relational patterns that will be described characterize three corresponding general types of children: the survivor, the adjustor, and the encounterer.

Relational Patterns

Characteristics: Survivor

1. Feels his efforts will have little effect on the classroom environment.
2. Since it is believed that the external world cannot by his own efforts be mastered, there may be an escape to an internal world which will shield him from what he cannot handle.
3. May assume that key others view him as being unworthy.
4. Lacks feelings of self worth.
5. Not reinforced by the ongoing system and its activities.
6. Holds the belief that he "can't".
7. Wishes safety.
8. Not expansive. That is, unwilling to attempt the new.
9. Closed, non-involved. Change is feared and avoided.

Characteristics: Adjustor

1. Concerned with the "right way" which is defined by what other key people want and do.
2. A need for predictability and order.
3. Reinforcements and rewards come from response of others to his behavior.
4. More concerned with the demands of the situation than with questioning it for some greater meaning.
5. Deference to norms and authorities when confronting problems.

Characteristics: Encounterer

1. Self-directed in his learning.
2. Independent in judgment and behavior.

3. More capable and willing to make choices.

4. Excitement is generated through learning.

5. Socially sensitive in that he is more able to deal with divergencies in others and in himself.

6. Questions rules and norms as to some greater value.

7. Greater involvement in a situation or interest.

8. More comfortable with change, flexible.

9. When an encounterer is placed in a position of authority, he is interested in facilitating the self expression of others as they approach common problems. He is apt not to be seen as efficient.

The relational patterns differ in their openness to experience, their ability to learn independently, their maturity, and their capacity to operate freely. The capacity of the classroom to respond to the requirements of each relational pattern becomes a key issue in mainstreaming. For what is needed by the survivor is of a quite different nature than what is needed for the adjustor or the encounterer. In order to achieve that objective, education must meet the mode of functioning the child reveals in the classroom.

Accordingly, the classroom is viewed as a setting where differential environments can be created which meet the child at the level of his present functioning. As Hook (1971) in citing Dewey has insisted:

> "Unless we take into account the 'powers and purposes of those taught' their needs, capabilities, attention spans, and related phenomenon, we cannot rely on the allegedly inherent educational value of any subject to be meaningfully acquired in the child's present experiences."

For the survivor, this will doubltess require a careful structuring of classroom experience which permits the child to feel that he can effectively handle his environment. What underlies the survival pattern is the assumption on the part of the child that he cannot by his efforts handle parts or all of the classroom environment. The teacher is then obligated to determine and provide activities which the survivor can master. The task of the teacher is to help the survivor realize that there are connections between the child's actions and their effects on the outside world. That, in fact, the effects are predictable. This begins to constitute a locus of meaning to the child. For as Becker (1964) has stated, "An event or object is meaningful only when we can predict its impact upon us." As he acts upon tasks and perceives the impact of his actions, his classroom world begins to become more stable. It is this stability that proves to be essential if the child is to begin to leave his survival patterns to venture forth in a classroom which is less determined. What is occurring is the survivor's need for predetermined constancy is being replaced by a new network of dependable relationships. These are based upon his successful actions on at least a portion of the classroom environment.

In sum, three elements must be present before the survivor can move to a higher relational pattern.

First, as described above, through the careful selection of tasks by the teacher, the child builds a framework of meaning based upon the effects of his actions.

Second, the structure provided and the ensuing framework of meaningful action generates a stability in the child's world. This stability is based upon both the predictability of his actions on the classroom environment and a new sense of mastery. A sense of mastery which is linked to his successful handling of teacher-selected tasks.

Third, as the child begins to sense his powers of mastery, a new self regard emerges. This self regard enables the child to open himself to endeavors that before would have proved to be defeating. (Too often areas of greatest difficulty are prematurely presented the survivor. The child with learning difficulties is often confronted with the very activities that stress his survival.) What is first required is experience incor-

porating the above three elements. It should be emphasized that change is rarely rapid. I, for one, am suspect of accelerated and dramatic change. Very often the rapid change sometimes associated with behavior modification, for example, represents no more than situational control by the teacher. That is to say, the child senses that a situation is stacked against him and yields to its demands as a way of surviving it. The change then that seemingly takes place is actually only a masquerade.

While the three elements mentioned above do not preclude a behavioral management approach (in fact, in the first and second elements it seems indicated), they also involve a deep concern for the internal processes of the child. It is not enough to structure the behavioral world of the child, what is further required is an attendant change in the child's attitude towards his world and himself. Unless this is empathetically discerned by the teacher then all that may occur is an exercise in behavioral control. In sum, change in relational pattern for the survivor takes time and requires great patience.

Throughout this process, the teacher is vital in many ways. Two of which are foremost:

First, assessing and understanding the present functioning of the child. Teacher observation leads to insight into the child's survival pattern. Appropriate task selection and the creation of the proper classroom structure to meet the needs of the child is predicated on this understanding.

Second, the regarding of the child's potential for higher relational patterns. This lends a perspective to the teacher's efforts which points the way to the development of the child's full talents and human qualities. It is here that Buber's concern with the "Thouness" of the child becomes significant. The teacher must see the potential of the child to become an independent learner capable of openly and freely encountering life's challenges within the locus of the classroom.

In working with the adjustor, the teacher should gently intrude upon the child's established patterns. Incorporated in the movement toward encountering is the accent on discovery learning, active exploration of the classroom world, greater student selection of learning tasks, and "learning how to learn". These are hardly automatic responses of most children and, in fact, require active prompting on the part of the teacher. Since the adjustor is centrally concerned with meeting external expectations and the consequent garnering of reinforcement, the teacher must encourage the child to gradually attempt self initiative. By making explicit his valuing of the encountering process, the teacher will have begun to alter the expectations of the adjustor. In the movement toward the encountering process, the teacher will have begun to alter the expectations of the adjustor. In the movement toward the encountering pattern, the teacher must gradually shift his classroom emphasis from (teachers or classmates) other than himself for cues as to what to undertake and further how well he is performing to a greater reliance on his own sense of what he is to do and how he is doing.

Finally, a note on working with the encounterer: the child described as one who is activated by intrinsic motivation; the child who is characterized by great curiosity and exploration without external direction. Needless to say, this relational pattern needs an environment which permits its expression. While there are children who arrive at school as encounterers, the teacher must continue to foster their way of relating to the world. In addition, the classroom environment must provide the freedom and openness for his constant development.

One cavaet concerning an exclusive education based upon encountering is offered by Arthur Pearl (1973). He stated:

> "To learn what one likes is to learn prejudices. If there is one thing we know about human beings it is that they don't want to know what they don't want to know .... Education self-selected will be no education."

The corrective to this is the active involvement on the part of the teacher. If true education represents, as Buber held, a "meeting

between two individuals"--teacher and student--then the teacher brings not only resources and encouragement but challenge and balance to his meeting with the encounterer.

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The Classroom Teacher is the Key: Mainstreaming for the SLD Child

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Mainstreaming is especially important for the child with specific learning disability. By definition, this child has general intellectual ability which is average or above average, but in one or more of certain crucial areas of language, he has specific disability. Unfortunately for him, these crucial language skills are often the skills essential either for acquiring concepts or information, or for communicating them in the unmodified classroom. Examples of such areas of disability are reading, spelling, mathematics, understanding or expression in spoken or written language. However, if alternative means can be devised to those used by the majority of the class members, the SLD child can become an achieving and participating member of any classroom. A few can even achieve in specific content areas with the brightest of the group.

Mainstreaming of this quality is essential for the SLD child since he must be given both the stimulation possible in a classroom of normal children and the means to achieve and to express his achievement in order that he may develop to the level of his potential, and avoid the emotional overlay which further complicates his learning problem.

Whether or not the SLD child is provided tutoring under a specialist in a resource room or itinerant program in addition to what he learns in the home classroom, the classroom teacher holds the key to the success of the total program for the SLD child.

In a study of 211 SLD children in seven rural and city communities in North Dakota, we investigated the relationship between several variables and the effectiveness of SLD programs. As expected, the frequency of tutoring and the total amount of tutoring time were related to progress, but there was also a strong relationship between the extent to which regular classroom teachers modified programs for SLD children in their classes and the amount of progress made by these children, both as measured by objective test results and as seen by their teachers.

The results of this research have led to several other projects which are currently under way for further study of the classroom program for the SLD child. A group of 14 classroom teachers in Grand Forks are currently involved in investigating ways in which SLD children can best be taught in regular classrooms. In addition, a group of graduate students are studying the function of the SLD consultant in relation to the classroom teacher and ways to increase consultant effectiveness. We are anticipating further insight into mainstreaming for SLD children as the result of these endeavors.

Nevertheless, in the years we have worked with SLD children and their teachers in regular classrooms, we have discovered

a number of basic principles that have proven useful in effecting learning for these children.

1) Maximize the learning potential in each of the child's learning experiences by providing work on his instructional level. In reading he should be instructed using material which he can then read at 95% accuracy level. Written assignments should be capable of his completion at least 85-90% accuracy level within the time limit common to the class. Short periods of instruction at an appropriate level are better than longer periods at a level too difficult.

In order for learning to occur, the materials to be learned should have sufficient familiarity so that the learner can assimilate it into the existing structures which are the result of previous learning. Stated in another way, material is learned best which is meaningful to the learner. A spelling lesson for example, is meaningful if the words to be learned are within the child's speaking vocabulary, if he meets them in his reading and uses them in writing and if he knows the phonetic generalizations involved in spelling them. Meaningfulness implies that spelling should be at the same level as the reading instructional level. Otherwise the learning of the words will be difficult rote memorization which will be forgotten almost immediately because there are no meaningful structures into which the material can be assimilated and no occasion to review and thus to overlearn it. Do we have the right to waste the child's time in this way?

In all skill areas, for learning to be efficient, instruction must be at the child's functional level. The SLD child can be included in group activities, if his specific tasks are modified so that he can successfully complete them. Sometimes he can do the same "lesson," but perform a different task with it.

In mathematics he should be provided manipulative materials and be encouraged to use them in all computation and problem solving as long as they are helpful to him. In fact, most students could profit from use of manipulative materials in problem solving. We have seen problem solving skills develop beautifully when manipulative materials are used freely. Children need not be made to feel that such use indicates weakness.

2) Minimize forgetting by providing for overlearning. Much of the memory failure of SLD children occurs because learning is not meaningful as defined in the forgoing section. But many learnings are necessarily rote. Overlearning is particularly important for acquiring arbitrary associations such as symbol-sound, printed word-pronunciation, word-meaning and for acquiring motor patterns that must become automatic in order for writing to be smooth and fluent. Many other learnings contain elements of rote learning, (such as learning of arithmetic facts), but the degree of rote learning demanded decreases with amount of meaningfulness in the task. For example, the better the child understands all the interrelationships of the number system, the less demand will be placed upon memory in the learning of the combinations.

Since overlearning is essential for retention, the presentation of new material to SLD children should be carefully paced. Although his classmates can learn several new words daily, the SLD child must review a pack of a very few different word cards over and over again until his response to the stimuli is automatic, and then continue to review them while new ones are introduced very slowly, in some instances only one every several days. The pace will always be determined by the child's maintenance of a high level of accuracy. When the optimal pace is exceeded, interference occurs and learning deteriorates.

3) Help the child to feel that his work is a worthwhile achievement and a valued contribution to the class, regardless of the level at which he is working in tutoring sessions and in your classroom. We cannot emphasize too strongly the importance of such support for the SLD child. Furthermore, if the child is to develop such pride in his work, it is the classroom teacher who must take the lead which the child's peers will then follow. Without the support of teacher and peers, many SLD children refuse to complete assignments at their functional level or if they do work on them they feel humiliated.

Some classroom teachers have taught us a great deal about how such pride can be developed in the SLD child. One teacher particularly stands out in this respect. When her SLD student came back from a tutoring session, she would ask to see his work, show it to the class and frequently have him read a story to the group or to an individual. She displayed his progress charts and when he reached goals, led the class in rejoicing with him, making him feel that his progress was just as worthwhile as that of the students whose work was "on grade level," as indeed it was. As a result, this child (who had the previous year resisted tutoring) worked enthusiastically and made tremendous progress.

Teachers have demonstrated additional techniques. Some of the SLD child's materials can be made available to other class members. It is very helpful if this child is not the only one who has individualized assignments. Giving high achievers certain individualized assignments is extremely effective in elevating the status of individualized work. When the school is sincere about accepting his achievement as worthwhile, grading practices also reflect our pride in his achivement at his level.

4) Provide alternative means (other than reading the textbook) for the SLD child to acquire the information needed for his participation in the content areas. Although in the skill areas it is essential that SLD children be instructed at a developmental level different from the majority of the class, in content subjects many can work with ideas at the level of their peers provided we enable them to acquire the information in ways that avoid their particular disabilities.

The simplest way is to tape record textbook passages for the child to listen to or to arrange for a peer partner to read to him. However, many SLD children have receptive language disabilities that make the vocabulary and syntax in the text less than understandable to them, even if the passages are read to them. Some of these children can profit from reading materials of the particular topic written in simpler vocabulary and syntax. Others will profit from a filmstrip or demonstration presentation of the materials. Still others will be helped if a teacher aide goes over the material, explaining the difficult concepts. Class discussions can be made understandable if things are stated simply and in fewer words so that the SLD child will have time to process what he hears.

5) Provide alternative means for the SLD child to communicate his understanding of the ideas he has acquired. In class discussions, questions can be stated simply and slowly, and he can be given additional time to express himself as well as additional questioning to help him clarify what he may have difficulty stating.

Tests can be administered orally to the SLD child, with opportunity for him to respond orally. Or they can be written in simplified vocabulary and syntax for him. Some of his written assignments he can dictate to another student or teacher aide who serves as "secretary" to him.

One school succeeded in making modifications such as these for a severely learning disabled bright boy, with the result that he achieved at a "B" level honestly in content areas. In the content subject, the objective is the acquisition of understandings related to the content area. If we fail to make provisions such as these for the SLD child, then our evaluation procedures do not measure attainment of the objective but rather simply the child's language skills.

Adaptations That Can Be Made for the Visually Handicapped Child in the Regular Classroom

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Since 1960, more than half of the legally blind children in the United States have been enrolled in local schools; nearly all of those identified as partially sighted are now educated with their nonhandicapped peers in public schools. We can expect more visually handicapped children in the regular classroom as the trend toward normalization grows. Hopefully these children will have access to a resource or itinerant program: at the very least there must be a way for them to receive special materials and equipment. A few children will need special help in learning braille, using mobility skills, daily living skills, etc. Whether a certified teacher, a capable older student or a parent takes this responsibility will not be considered here. Rather, several adaptations will be suggested for dealing with the visual impairment in the regular classroom.

There are various degrees of visual loss and an even greater variation amongst individuals in their efficient use of what vision they have. For the purposes of the following discussion, however, classroom adaptations will be outlined for only two categories: 1) partially sighted or those able to read print and 2) blind or those unable to use print for educational purposes.

Partially Sighted

It will be the responsibility of the resource or itinerant teacher to make books and other major printed material available in large print. This may be done through volunteer groups, however, the special teacher generally coordinates such a plan. The regular teacher must therefore plan ahead in ordering materials. He must give the special teacher ample "advance notice" whenever something needs to be put into larger print. In the primary grades, little enlargement is usually necessary. Texts and workbooks are printed in sufficiently large type.

Drop quizzes or other materials the teacher wishes to present on short notice can be placed on the overhead projector. The writing should be large, clear and well-spaced without smudges. Opaque projectors are quite good at illustrating maps in an enlarged fashion.

The teacher should not be concerned with "over-using" a child's eyes. Sight cannot be saved, and a child should be encouraged to see "more", improving his visual efficiency. Eye fatigue can be reduced by alternating close visual work with work that does not require a great deal of visual concentration.

It is important to remember that as the teacher stands before the class, he should not have his back to the light source. It is especially difficult for a visually limited child to see things clearly with interfering glare. Desk surfaces should be covered with colored paper (if they are the white-glare type). It is helpful (though not necessary) if the desk tops tilt to provide close-up reading.

When the teacher writes on the chalkboard, he should verbalize what he's writing. The partially sighted child should be seated close to where most of the visual activity takes place in the classroom. The special teacher should advise the regular teacher as to placement of the child's desk under the lights. (Some visual problems are best accommodated by dim light, while others require bright light). The regular teacher also ought to be made aware of any limitations in physical activity for the child. For example, the child with a detaching retina should not be allowed to play touch football during recess.

Papers turned in by the child with visual problems should be legible. Spacing must be stressed, even though form may be imperfect. If a typewriter is available, oftentimes a partially sighted child prefers to type his papers. As "speed" of writing becomes more of a factor (i.e. notetaking), the child might feel more comfortable with a cassette recorder from which he can transcribe outside the classroom.

Materials that the partially sighted child should have available to him in the regular classroom are: suitable magnification devices, wide-lined or dark-lined paper, felt-tip pens and thick lead pencils.

Blind

As with the partially sighted child, the regular teacher must plan ahead for materials that must be transcribed into braille, onto tape, or made tangible.

The regular teacher should see that an interested and willing student be assigned as the blind child's partner. This will make field trips, games, movies, etc. easier for the teacher to engineer without spending extra time on one or two children. This sighted partner should not be unduly burdened; hopefully this child would be a volunteer. In addition to guiding the blind child's movement, this sighted partner should become accustomed to quietly providing verbal descriptions of what may be going on visually in the classroom or on a field trip.

Where the blind child sits in the classroom will not matter a great deal. It will hasten his movement around the classroom, however, if he has easy access to some shelf space (where braille books and braille writer are stored). If the classroom is temporarily rearranged, he should be given advance notice and re-orientation to important landmarks in the classroom (teacher's desk, waste basket, supplies).

Materials that the teacher wishes to present on short notice can be taped for the blind child or given him orally (perhaps by another student who finishes early). For quizzes requiring only numbers or letters for answers, the blind child will probably enjoy using a pencil and making the print symbols like everyone else. If he has not learned these symbols, it might be a good project for a sighted student to act as teacher. On the other hand, the blind child may wish to teach this child the braille numbers and symbols.

The regular teacher should never eliminate the blind child from any activity, nor leave out any activity for the class because of its limited value to the blind child (i.e. movie). Being part of the groups will be far more important to the blind student than the inconvenience of having to have the picture described second-hand.

For the primary teacher who has the children coloring and drawing, the blind child can use crayon on paper which is mounted on a screen board. The screen will make the child's crayon lines tactual to him. Simple outlines of figures can be made tactual by using a sewing tracing wheel. When teaching from pictures, objects can often be substituted for the blind child. In science and math many detailed touchable models enrich instruction for blind and sighted children. When the regular teacher cannot think of an improvisation, he should make a list to show the special teacher at their next conference. Many tactual illustrations can be made using the thermoform machine; quite likely the special teacher will have access to one of these machines.

The teacher in charge of planning physical education should be assured that the blind child can take part in track, bowling, swimming, wrestling and many other activities. For activities which are impractical (baseball and basketball), the blind child should be given jobs such as bat boy, manager, etc.

The blind student should be encouraged to tape classes for later note-taking. Tests can also be taped or read orally to him. As he progresses to the upper elementary grades, the blind student should turn in most assignments type-written. Giving him carbon paper will assure at least one good copy should the typewriter get accidentally put on stencil or the ribbon run out. It may take the blind student half again as long to com-

plete a particular assignment. Arrangements should be made in advance for allowing that extra time. It would be unwise to consistently make the child miss a recess or activity period he enjoys to accomplish this, however.

Whether a child's visual problems are slight or severe, the regular teacher should keep the special teacher informed of the child's progress and any problems that arise. Sighted students in the class can help the regular teacher make small accommodations for the blind students. This will not only give the teacher more time, but can also be rewarding for the sighted students. No visually handicapped child should be placed in a classroom in which the teacher does not feel positive about that child's presence. Regardless of outside help, placement in such a classroom may provide unneeded failure to a visually handicapped youngster.

Blind children in a public school resource room enjoy using pencils to indicate their responses to brailled worksheets and tests.

Using the braille writer and brailled reading materials, a blind child works with a sighted partner on a class assignment.

A Bicentennial Note

Additional ideas for classroom activities, discussions, research and writing:

Study

1. Toys - There are many sources of information including old catalogs, magazines, pictures, museum and family collections. Children could write about the owners, what their life was like and also construct simple toys.

2. Dress of the American Soldier - How has the dress changed from 1776 to the present and how it affected their attitudes, fighting, etc.

3. Pioneer Life - Study their homes, furnishings, food and tools. Build a log or sod house, make candles, quilt, etc.

Research

1. The name of your school, city and state.

2. What children did for fun in years' past? What kinds of games did they play?

3. Doll Making - How did the Indians make dolls? How were the colonial dolls made? (See World Book)

4. Leather Tanning - When was it first begun? Who were the great consumers of leather? What has replaced leather? Why?

5. Who were the influential women in the early history of our country? Why were they influential?

Did you know that each issue of LEARNING The Magazine for Creative Teaching contains a Bicentennial package with classroom activities and study prints? Copies of these complete teaching units may be obtained for $2.00 each or 5 for $6.00 from

Starting Points
Dept. 4005, P.O. Box 670
Maple Plain, Minnesota 55359

The units published thus far include:

The Art of Learning:
200 Years Ago and Now

Communities:
200 Years Ago and Now

Communication Through Words:
200 Years Ago and Now

The Tools of Play:
200 Years Ago and Now

Food:
200 Years Ago and Now

A New Monograph from the North Dakota Study Group on Evaluation

THE WORD AND THE THING: WAYS OF SEEING THE TEACHER by Ann Cook and Herb Mack. ($2.00)

A statement regarding teacher education, teacher accountability, evaluation and the teacher as a researcher.

INSIGHTS is published eight times during the academic year by the Center for Teaching and Learning, University of North Dakota.

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